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ABSTRACT

This manual, accompanied by a 22-minute videotape recording, provides information for constructing an Individualized Transition Plan as a component of Individualized Education Program (IEP) meetings for secondary students with disabilities. The video, based on an actual IEP meeting with a student and his parents, illustrates a meeting that focuses on transition planning. It portrays the critical attributes the process must have in student-centered planning for the future, including: a structured discussion format which supports future planning; clearly defined roles and responsibilities for the student/family in planning and implementation; an integrated process whereby professionals give assessment findings; and a belief system which encourages and supports the current and future success of the student. In the video, the parents exhibit the hopes and fears a family experiences when a student is preparing to transition out of high school, which is designed to assist teachers in preparing appropriate response strategies for families. The manual provides background information on transition, legal requirements, how to shift the IEP process toward transition, and the entire IEP transition planning process. Activities and examples are included to assist planning teams in developing an IEP process that reflects transition and empowerment. Planning forms are also provided.

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A Maze to Transition Planning for Youth with Disabilities

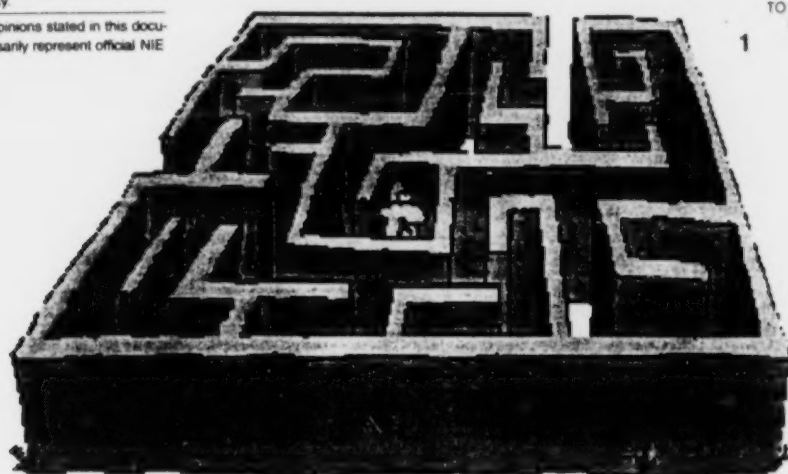
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A Video and Manual for Constructing
a Transition IEP Planning Meeting

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A MAZE TO AMAZE

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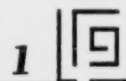
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Introduction

LETTER OF INTRODUCTION

Dear Special Educator:

We are pleased to provide a copy of A Maze to Amaze: Transition Planning for Youth With Disabilities.

This video demonstrates an IEP meeting which focuses on transition planning.

The two main outcomes of an IEP /Transition process are:

- IEP planning shifts from a disability base to a future planning base. The student's desired future situations, not his deficits, determine the discussion at the meeting.
- The IEP meeting becomes student-centered instead of centered on service provider reports. The student and family become active participants, facilitating information rather than simply receiving it.

The video demonstrates the critical attributes that the process must have in order to accomplish the above outcomes. Those include:

- A structured discussion format which supports future planning.
- Clearly defined roles and responsibilities for the student/family in planning and implementation.
- An integrated process for professionals to give assessment findings which avoids round-robin reporting and focuses on post-school outcomes.
- A belief system which encourages and supports the current and future success of the student.

This video and the accompanying manual are intended as an instructional tool for educators and other service providers. It will give you a snapshot of the transition planning process within the IEP meeting and beyond. Since the whole IEP process is not demonstrated during the video, it is important to remember that all legal aspects of the IEP process must be included when actually conducting an IEP meeting focusing on Transition. The video demonstrates the shift in the IEP process to include transition.

LETTER OF INTRODUCTION (CONTINUED)

This video is based on an actual student and his parents. As students with disabilities approach graduation, parents often experience concern about what the future holds for their son or daughter. Parents and students will demonstrate different levels of preparedness and knowledge in the transition process. Questions about their child's ability to support himself/herself, obtain employment, participate in relationships and operate independently often cause parents to express their emotions. The parents in *A Maze to Amaze* exhibit the very real hopes and fears experienced when a student is preparing to transition out of high school. They are depicted in the video to assist teachers in preparing appropriate response strategies for families.

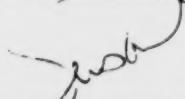
Transition is a developmental process that respects each individual's awareness and knowledge base. The process must begin where a person is, not where we expect him/her to be. Therefore, as educators we must work in partnership with students and families to improve the transition of all youth with disabilities.

The video will be more beneficial if used with the manual. Including the manual in your review will give you a more complete understanding of the transition process, the requirements of the law, and how to reflect transition planning in the writing of the IEP.

It is our sincere hope that these products are of value to you as you continually strive to make sense out of the educational experience for the students you serve. They are designed to support you in that effort, and they are sent to you with our appreciation for your skill and service.

Sincerely,


Patricia Longo


Susan McAlonan



USING THE MANUAL AND VIDEO TOGETHER

To obtain the optimal value from the video and manual you should:

1. Read Section 1 of the manual.
2. Take the pretest on page 16 in Section 1.
3. Read Section 2 of the Manual.
4. View the video.
5. Read Section 3 of the manual and do the practice activities.
6. Use the blank forms as necessary.

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**This Section Addresses
Background and Purpose:**

- What is Transition?
 - Why has Transition Been Included in Idea?
 - The Law – What Does it Require?
 - How to Shift the IEP Process to Transition
-



*Background
and Purpose*



WHAT IS TRANSITION?

A specific set of services.

The Individuals with Disabilities Act (IDEA) defines transition services as "a coordinated set of activities which are designed to prepare the student for outcomes that are envisioned for him or her in adult life. The activities must include instruction, community experiences, and development of employment or other post-school living objectives."

For students with disabilities who have been identified for special education services, the IEP team must answer the following questions:

Questions that should be answered before graduation:

1. Where is the student going vocationally? Further training or education? A specific career?
2. Where will the student live and what kind of supports, if any will be needed?
3. What will be the major form of transportation the student will use?
4. How will the student maintain and increase his/her social life?
5. What leisure time activities will the student be involved in?
6. How will the student meet his/her medical needs?
7. What agencies provide support and how will they be contacted?

WHY HAS TRANSITION BEEN INCLUDED IN IDEA?

Legislation exists because transition didn't happen naturally.

Over the past ten years, many research findings have indicated that post-school outcomes for students with disabilities are bleak. The most

notable study from Stanford Research Institute, *Youth With Disabilities: How Are They Doing?* (Wagner, 1991) indicates that the majority of students with disabilities are not engaged in meaningful activity two to five years after leaving high school. Students with disabilities experience the same barriers which prohibit success in school into adulthood. They are not consistently working, accessing post secondary training or education, or living as independently as possible. They may have completed the requirements of high school, but somewhere along the way, they did not learn to direct their own lives.

WHY ARE STUDENT OUTCOMES SO LOW?

Some of the poor outcomes may relate to the student's disability, but many are due to lack of practice with goal setting and making choices. Special Education, as it has existed, has created an enabling system, often protecting students with disabilities from experiencing a sense of control within the educational structure. As a result, after school completion, they and their families have had little experience with decision making.

Often, families and students are not aware of adult service options. While special education services are mandated, adult services are not. Many good services exist, but the method for accessing them is different. Students and families are often not aware that adult services may have eligibility requirements, waiting lists and service gaps. After graduation, families and students are left on their own, without resources or practice in negotiating the adult world.

In an effort to reverse this trend for students with special needs, Transition services became part of the federal Individuals With Disabilities Act in 1991. Special educators are now required to provide services to assist all identified students make a successful transition from school to life after school.

WHAT DOES IDEA REQUIRE?

The Bottom Line

Specifically, IDEA (Individuals With Disabilities Education Act) requires the Local Educational Agency to provide Transition planning and accompanying services within the IEP to students at age 16, regardless of disability (and younger if determined to be appropriate especially when the student is at risk or dropping out, has received disciplinary actions or has significant challenges).

1. WHAT ARE THE REQUIREMENTS FOR AN IEP FOCUSED ON TRANSITION?

A statement of long term adult outcomes

Reflect the student's employment, post-secondary education, and community living aspirations. Options for long term outcomes may include: *post-secondary education, vocational training, competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.* Outcomes should be specific to each student's unique needs, preferences, and interests (see examples of outcomes in Section 3).

A Transition IEP should reflect the **requirements** of IDEA for:

- **Instruction**

Transition skills must become part of classroom curriculum and instruction. Traditional functional curriculum must now be attached to the desired future outcomes identified by students and their families at the IEP Transition planning meeting. Academic and transitional related instructions are infused and presented in thematic units to students.

- **Community experiences**

Real experiences in real settings are critical for every student in special education. These community experiences should not be random or only based on what is offered in a particular program, but rather support the desired future outcome identified in the IEP/Transition plan.

- **The development of employment and other post school adult daily living objectives to support the student's transition**

All aspects of the secondary program must now encourage and support career awareness and development, preparation for post school outcomes as well as any daily living skill that might be necessary for an individual student to be successful in the adult world.

Annual goals and short-term objectives for transition will incrementally address the long-term adult outcomes.

The following areas should be considered when writing transition goals and objectives:

- A. **Education** (including post-secondary and continued training)
- B. **Career/Employment** (including financial/employment training)
- C. **Community/Residential** (including legal/advocacy, medical/health, transportation and domestic community access)
- D. **Social Interpersonal/Recreation/Leisure**
- E. **Interagency Services**

2. WHAT ARE THE REQUIREMENTS FOR ASSESSMENT?

- **Documentation of functional vocational assessment**

Such as interest inventories, job shadows, or vocational checklists must be included in the IEP if the planning team determines them to be appropriate in understanding a student's strengths, interests and abilities as well as in meeting the long-term outcomes expressed by the student. An on-going transition assessment is the ideal educational practice and is encouraged.

3. WHAT ARE THE REQUIREMENTS FOR INTERAGENCY COORDINATION?

Even if the agency service provider was in attendance at the IEP meeting or agency services were included in the goals and objectives, there must also be a statement in the service section of the IEP.

A statement of needed transition services

Include, if applicable, a statement of the financial and personnel responsibilities of the **school district and participating community or adult agency** for the provision of such services and activities that promote movement from school to post-school before the student leaves the school setting.

Adult and community agencies provide additional resources and supports to student's families and school professionals as they plan a student's transition.

The statement of transition services should be responsive to the student's needs, preferences and interests; also, it should specify the service and/or funding source. The beginning date for the service should be provided if the date of initiation is different than the date of initiation for the IEP.

4. SUMMARY OF THE LEGISLATION

If instruction, community experience, and the development of employment or other post-school adult living objectives are not included in the IEP, then the IEP must explain why that activity is not included.

A coordinated set of activities

The IEP as a whole must demonstrate the use of varied strategies (such as instruction, community experiences, and the development of employment or other post-school adult living objectives) by which the student can achieve the long-term adult outcomes. In addition, these strategies must be coordinated among agencies and service providers.

In addition the IEP/Transition process should include:

- **Parent Notification**

Include a statement in the typical notification letter indicating that transition will be discussed, that the student has been invited and that adult agency representatives may be in attendance.

- **Student Notification**

Invite the student in writing to his or her IEP meeting when transition is being discussed.

HOW DO WE SHIFT THE PROCESS TO INCORPORATE TRANSITION?

Teach Self Determination:

Self Determination is the ability of individuals to define goals for themselves and take initiatives in reaching these goals.

Teaching students and families to be in control . . .

In Colorado, the effort to change poor outcomes for students with disabilities after graduation has focused on providing transition planning and shifting the nature of special education services from remediation to facilitation of transition.

In the past, secondary school curricula was focused on academics and remediation strategies to help students with disabilities compensate for their deficits in classroom settings. Little attention was given to teaching students those skills which might help them be successful in employment, higher education or post secondary training.

Little opportunity existed for students to practice these real life skills in supportive, authentic settings before they left school and had to "go it alone." As developed in Colorado, the transition process within the school system is comprised of several different parts. They include:

- ✓ Curriculum and Instruction
- ✓ Parent/Family Involvement and Partnership
- ✓ Community and Vocational Experiences
- ✓ Interagency Coordination
- ✓ The IEP/Transition Planning Process

The overall philosophy behind the process is the **empowerment** of the student and families to plan their own transition.

When designing the various components of transition services, it is critical that all activities including curriculum, community experiences, interagency supports, parent participation and the IEP process reflect the development of choice and self direction by the student.

Remember:

The IEP Process is a metaphor for student self-determination.

HOW DOES EMPOWERMENT OCCUR?

In order for empowerment to occur, behaviors must change.

FOR STUDENTS AND FAMILIES THE CHANGE IN BEHAVIOR LEADS TO SELF-DETERMINATION

Self-determination is the ability of individuals to define goals for themselves and to take initiative in achieving those goals.

The independent behavior which indicates that students and families have become empowered is translated into the concept of **self-determination**. Families and students need practice and responsibility in setting and meeting the goals they establish. This practice must be continual, and incrementally move students and parents toward independent behavior skills they will need after leaving the school setting. This change in behavior requires some risk taking. Practice in real settings often brings the possibility of mistakes. However, if the practice is provided with sufficient support, students and families can learn valuable lessons toward independence. Mistakes and failures become an effective knowledge base and expand the student's learning of skills.

For example students should have practice . . .

- advocating for themselves with teachers
- exploring supports needed for their disability
- Making choices and decisions about their futures.

FOR PROFESSIONALS, THE CHANGE IN BEHAVIOR LEADS TO "LETTING GO"

To facilitate indicates that professionals behave in a manner which makes it easier for students and families to pursue their transition goals.

The independent behavior which indicates that professionals believe in empowering students and families is translated into the concept of **facilitation**. Professionals must permit students and families to indicate their desired outcomes and support students and families in refining and achieving those desired outcomes. In order to support students in this way, professionals must focus more on the strengths the student displays in real life, and less on the student's deficits in the academic setting. In addition, the professional must allow students to have experiences which will convince them of their own competence. Students and families can be encouraged to take risks because it is through supported risk taking that they will become aware of their skills. Sometimes, these experiences might not be considered "realistic" by the professional. Nevertheless, transition planning is motivated by permitting students and families to discover their own limits and potential.

The following examples contribute to the student's sense of competence in the real world:

- letting students make their own job appointments
- collect their own progress reports
- practice public speaking

Parents can be encouraged to implement the transition plan and develop the local community supports for transition.

Empowerment cannot occur without behavior change for both students, parents and professionals involved in transition planning.

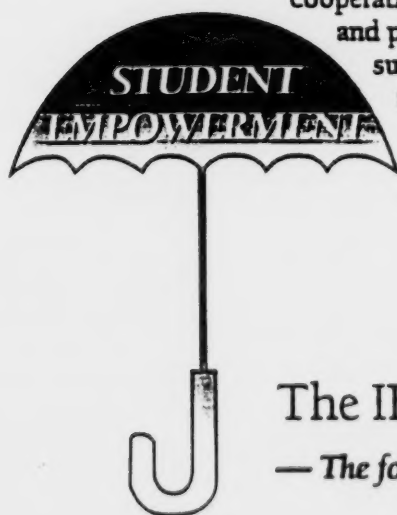
Empowerment of the student and family is the overall umbrella of the transition process. Within the philosophy of empowerment, the school must attend to:

- changing the curricula.
- designing parent and family education.
- developing community and vocational experiences.
- identifying interagency supports.

The cornerstone of change for the various components of transition is the IEP transition planning process. It is the handle which drives the special education process. This is particularly true when transition is the focus of the IEP.

WHAT ARE THE COMPONENTS OF TRANSITION PLANNING FOR SCHOOL SYSTEMS?

In providing transition services, schools must adjust the curriculum, plan for community and vocational experiences, develop interagency cooperation and provide opportunities for parent/family education and partnership to support the transition process. The handle supporting these changes is the IEP process which focuses on transition.



- ✓ Curriculum and Instruction
- ✓ Parent/Family Involvement and Partnership
- ✓ Community and Vocational Experiences
- ✓ Interagency Coordination

The IEP/Transition Planning Process

— The focus of A Maze to Amaze —



WHAT IS THE PURPOSE OF A MAZE TO AMAZE AND THE MANUAL?

Help in implementing the Ideal and IDEA.

Because the IEP is so integral to the development of the transition process within the school setting, it is necessary to give educators and other professionals an experience with the atmosphere of the meeting. The meeting demonstrated in A Maze to Amaze is a staged, ideal transition IEP meeting. It is an instructional tool for teachers and other educators. Not all IEP transition meetings will look exactly like the one demonstrated staffing, but the atmosphere and structure can be duplicated. This is a first step in student empowerment. As the student learns more about her/his own self-determination, she/he will become a more active participant with the goal of facilitating her/his own IEP/Transition meeting.

HOW CAN PARENTS PARTICIPATE IN THE IEP TRANSITION PLANNING PROCESS?

Parents can support their son/daughter in the IEP Transition Planning Process by:

- Asking questions
- Expressing concerns about the future
- Informing educators about their son/daughter's interests and abilities
- Exploring vocational options and interests with their child
- Investigating community resources
- Advocating for their son or daughter
- Accepting a process that supports self-determination
- Displaying a belief system that their own son/daughter will make a successful transition
- Completing parent assessment

HOW THE VIDEO AND MANUAL INTERRELATE

The video *A Maze to Amaze* is designed to demonstrate a shift to a more inter-active process which supports consensus decision making. The IEP meeting, which focuses on transition, will:

- shift the IEP from a disability base to a future planning base.
- become a discussion centered on the student interests, strengths and needs rather than on service providers' reports and perceptions of a student's potential.
- be driven by student's needs, desires and ideas.

The manual *A Maze to Amaze* is designed to give special educators practice in translating the philosophy of focusing on the student's self determination and planning for the future into the requirements of the law and the forms the law requires within the IEP process.

The manual will assist educators and service providers:

- understand the entire IEP/Transition planning process.
- assess the current IEP process.
- review examples of transition plans and IEP forms which reflect transition.
- review examples of appropriate transition goals and objectives.
- practice writing transition goals and objectives.
- developing self-determination practices for students.

ASSESSING YOUR OWN IEP PROCESS

Before viewing the video or reading section 2 and 3 of the manual, answer the following questions to assist you in assessing your own IEP process.

1. What is the tone of current staffing IEP or other planning meetings. List the strengths and weaknesses of your current process.
2. How are these meetings structured (Round-robin reporting or discussion)?
3. Who facilitates the meeting?
4. Does the meeting structure follow the IEP form?
5. Are students included in their own staffings? Why or why not?
6. Are students active participants in the meeting?
7. What suggestions do your students have to improve this process?
8. How are parents and family members included in the process? Are they an active part of the team or do you spend a lot of time explaining information to them?
9. What do parents and family members think of your process? How do they feel when they participate? What suggestions do they have for improvement?
10. Is the goal of the meeting to complete the IEP form?
11. How much do the outcomes of the staffing really relate to what you do in the classroom with students?



TOP 10 KEY ELEMENTS



Ten key elements for Background Purpose are:

1. The IEP/ Transition process shifts from a disability base to a future-planning base.
2. The IEP/Transition meeting becomes student-centered instead of centered on service providers' reports and perceptions of the student's potential.
3. The IEP focusing on Transition must address the specific requirements of IDEA for annual goals and objectives, vocational assessment, statement of transition/interagency services, and a coordinated set of activities demonstrating instruction, community experiences and the development of employment which support post secondary outcomes.
4. Parent Notification for an IEP focusing on Transition must state that transition will be discussed and that the student and adult service providers have been invited.
5. The student must be invited to participate in IEP meetings that focus on Transition and this invitation should be in writing.
6. The cornerstone of Transition Planning in Colorado is the empowerment of students' and families' to direct their own transition.
7. Students and families are empowered when they exhibit self-determination behaviors. That is, they begin to define goals and take initiative in reaching those goals with support from educators and service providers.
8. Professionals are empowering when they exhibit facilitating behaviors. That is, they make it easier for students and families to pursue and refine their dreams for the future.
9. Students are empowered by having real experiences in real settings which test their competence. Professionals must not permit their opinion of student's potential to prohibit the experiences the student has.
10. The IEP/Transition Meeting Empowerment is the topic of *A Maze to Amaze*.



This Section Describes:

The Before Phase:

- The preparation activities before a Transition IEP meeting

The During Phase:

- The stages of the Transition IEP Planning meeting

The After Phase:

- The implementation activities to ensure the Transition IEP process is completed
-



*The IEP
Planning
Meeting*

Focusing on
Transition



REVIEW OF THE ENTIRE IEP TRANSITION PLANNING PROCESS

A Maze to Amaze: Transition Planning for Youth with Disabilities

This video describes the three phases of transition planning for students with disabilities.

PHASE 1: BEFORE ~ PREPARATION

- A. Awareness
- B. Transition Assessment for Post-School Outcomes
- C. Educator and Agency Involvement
- D. Community Resources

PHASE 2: DURING ~ PLANNING

- A. Introduction
- B. Plan Development
 - Review of transition assessment
 - Identification of strengths
 - Identification of needs
 - Relate traditional assessment to transition.
 - Establish transition outcomes, annual goals and short-term objectives.
- C. Review
 - IEP/Transition Plan
 - Responsibilities
- D. Feedback
 - Answer questions
 - Identify positives
 - Suggest improvements

PHASE 3: AFTER ~ IMPLEMENTATION

- A. Student support
- B. Periodic Review
- C. Continued Communication
- D. Follow-through

PHASE 1: BEFORE

PREPARATION PRIOR TO THE TRANSITION PLANNING MEETING



This phase prepares students, educators and the family to shift the IEP process and the school program to transition.

What are the goals and steps of the Before Stage?

There are two goals in the before stage:

1. To ensure that all relevant parties, including the student, family members and educators, are informed and understand transition.
2. To assist the student through curriculum, instruction and assessment to take as much responsibility as possible in setting transition goals and preparing for the IEP/transition planning meeting.

There are four steps in the Before—Preparation phase:

- A. Awareness
- B. Transition Assessment
- C. Educator and Agency Involvement
- D. Community Resources

Each step will be described in detail below.

BEFORE: AWARENESS

Students and families may not have thought about life after high school. Often, we suggest that students and families “take it one day at a time.” When transition planning becomes paramount, students and families are not always prepared to think ahead. This can prove to be a very difficult time. Awareness information and activities can assist students and families to understand the concept of transition prior to the IEP transition meeting.

Suggested activities include:

- Prepare students for their role in the transition process and IEP meeting. Provide curriculum and instruction to support the student with self-advocacy and transition skills.

- **Transition letter:**
Provide awareness information sent to the parents explaining transition.
- **Transition training:**
Bringing families and educators together for an awareness-level transition training, to assist them in beginning to explore their hopes and dreams for the child's future (a Moving On workshop is recommended).
- **Transition news:**
Articles in the school and/or district newsletter about transition can assist in developing awareness.
- **IEP Meeting Preparation:**
 - A. Provide transition curriculum and instruction to students
 - B. Assist students in identifying their transition goals, and
 - C. Have students participate and lead their IEP transition meeting to the maximum extent possible (suggested materials include Choice Maker—Self Directed IEP).
- **Information Gathering:**
Have students gather the necessary information for their IEP transition meeting, including progress reports from teachers and employers. Each student can then develop a summary to present at the meeting.
- **Parent Notification:**
Parent notification for the IEP meeting is required. In addition to the other legal requirements of parent notification, when the IEP meeting includes transition this must also be stated in the letter.
- **Student Notification:**
Students must also be invited, in writing, to the IEP meeting when transition is to be discussed. This should be a separate letter from the one that is sent to the parent or guardian.

BEFORE: TRANSITION ASSESSMENT

Use a parent/family and a student transition assessment to gather information on hopes, dreams and goals. Compare the family's expectations with the student's to determine if any inconsistencies exist. This is most helpful when done prior to the meeting and the information will be the basis for developing the IEP Transition plan. (See Section 4, Forms for Student and Family Assessments)

BEFORE: EDUCATOR AND AGENCY INVOLVEMENT

General Education Preparation:

Educators must understand transition and the changing roles that are required at the IEP meeting and in the classroom. Be sure to work with general educators to explain the concept of transition and student empowerment. Assist them in understanding the shift in focus and their role in the IEP/transition meeting to focus on strengths and transition outcomes.

Suggested activities include:

- **Notification Letter:**
Have student(s) write a letter inviting the general education teacher to the meeting. This letter should include an explanation of transition, self-determination and the general educator's role before and during the meeting.
- **Progress reports:**
Have student(s) distribute progress reports to general educators, review the results and prepare a summary for the IEP/Transition meeting.

Agency representation:

- Determine which agency(ies) should participate in the transition planning meeting based on student need. Be very careful about selecting these individuals and make sure that their input is crucial and their time will be well spent during the meeting. If agency representatives cannot attend, develop a method to coordinate services outside of the meeting.
- Discuss the student's needs with the agency representative(s) prior to the meeting. Notify the provider in writing of the time, date and location of the meeting. A follow-up letter sent by the student is also a good idea.

BEFORE: COMMUNITY RESOURCES

Gather information regarding community services that may be helpful based on student, family and staff input. Have a list of these services at the meeting including the contact person, address and phone number. Have the student complete as much of the research as possible.

PHASE 2: DURING DEVELOPMENT (WHERE THE IEP TRANSITION PLAN IS DEVELOPED)



Once the Before Phase has been completed and everyone involved in the process understands his/her role, you are ready to hold the IEP/Transition meeting. Remember, this planning process is focused much more directly on student desires and his/her family.

What are the goals and steps of the Development Phase?

1. To develop a Transition IEP plan for the student.
2. To shift responsibility for transition to the student, to the maximum extent possible.
3. To re-configure the role of educators and service providers to support the student's self-determination.

There are four steps in the During—Development Phase

A. Introduction

B. Plan Development

- Review of transition assessment and post-school outcomes
- Identification of Strengths
- Identification of needs
- Relate traditional assessment to transition
- Establish transition outcomes, annual goals and short-term objectives

C. Review

- IEP/Transition Plan
- Responsibilities

D. Feedback

- Answer questions
- Identify positives
- Suggest improvements

Each step will be described in detail on the following pages.



DURING: INTRODUCTION

The facilitator, along with the student, sets the stage for a transition planning/IEP meeting. It is critical that this meeting have a different focus and tone than the "typical" IEP meetings. The role of each team will also shift.

DURING: ROLES INCLUDE

The transition planning meeting requires new and different roles, these include:

Student:

The student always attends his/her transition planning meeting. The discussion should focus on the student's dreams and plans for the future. When possible, the student should do most of the talking and responding to the questions from the facilitator.

Facilitator:

The facilitator uses a questioning style to conduct the meeting, that includes all persons in attendance, focusing on the student and family culture, needs and goals. The transition coordinator can act as the facilitator initially. As others become more comfortable with the process this role can be rotated.

Recorder:

Two people are identified as recorders. One to complete the IEP, the other to complete the transition plan. The recorders listen to the discussion to gather the information for the forms.

Case Manager:

The special education teacher identified as the primary day to day service provider is responsible for the implementation of the student's IEP/Transition Plan.

Transition Coordinator:

The transition coordinator has special expertise in transition and is aware of community resources. The coordinator will support the case manager in the implementation of the transition plan and periodically review progress to insure the goals are being achieved. This person may act as the facilitator of the meeting.

Family Member:

The parent(s) or other family members should attend the transition planning meeting. The meeting should also focus on future dreams and

goals the family has for the student. Their input along with the student's should be a major part of the planning meeting.

Agency Personnel:

Adult and community agency representatives attending the transition meeting should be selected carefully and only attend if they have information to share that is appropriate for the individual student.

Special Educator(s):

Special educators provide information on student strengths and needs to support the transition planning process. Test scores are not given and evaluation reports are not read. Methods to include transition instruction, in the classroom and school program are a focal point of the special educator's contribution.

General Educator(s):

General educators provide information on student strengths and needs and determines ways to infuse transition activities into the regular classroom curriculum.

Remember: Roles may overlap.

The following Introduction should be considered to set the tone and direction of the Transition IEP meeting.

At the beginning of the meeting:

- Each person introduces himself/herself.
- An overview of transition is given by the meeting facilitator.
- The student directs as much of the meeting as possible.
- The student and parents/family are encouraged to do most of the talking.

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DURING: PLAN DEVELOPMENT

The meeting now begins with the focus on transition using domains, including: career / employment; education; social-interpersonal / recreation / leisure; and community / residential and others.

- **Review of transition assessment**

The facilitator begins with the career domain and asks the student and family to discuss their post-school outcomes, based on the transition assessment they completed (the student should be prepared to talk about his/her outcomes and summarize the transition assessment. For a student with significant support needs, the family can discuss goals and dreams for their son or daughter). The Transition Outcome is designed to assist the IEP team focus on the future after school completion and build a plan from that long-range outcome.

- **Identification of strengths**

The strengths of the student in relationship to the outcome are identified. Typically, the student responds first, then the family and finally the educators and other service providers. This is related to the current level of functioning on the IEP and should be focused on what the student can do.

- **Identification of needs**

After the strengths are identified, needs in relationship to the domain are discussed. Again, the student should lead the discussion as much as possible, followed by the family. The needs are those identified on a typical IEP with the focus of transition.

- **Relate traditional assessment to transition**

As the needs are identified, educators and service providers that have assessment data should discuss this information as it pertains to the transition plan. Test scores should not be read but rather the finding of the assessment should be related to the transition needs.

- **Establish Transition outcomes, annual goals and short term objectives**

From the discussion during the IEP/Transition planning meeting the following are developed in each domain area:

Transition Outcome:

A projection of where the student will be after school completion in each domain area (this is usually set at the beginning during the review of the transition assessment).

Transition
outcomes
should reflect
student
interests and
preferences.

Annual goals:

A goal for this year that will assist the student in moving toward the transition outcome.

Short-term objectives:

The steps that will assist the student in reaching his/her annual goal.

Note: With the exception of the Transition Outcome, the annual goals and short-term objectives are those we traditionally write in every Transition IEP process. The difference is that they are focused on transition instead of remediation of academic difficulties in isolation. Academic competencies are infused into the transition goals and objectives. The Transition Outcome is designed to assist the IEP team focus on the future, after school completion and build a plan from that long-range outcome.

Please see the transition plan on page 39 and sample outcomes, goals and objectives in Section 3.

DURING: REVIEW

This step is to ensure that there is common understanding and acceptance of the plan developed and that everyone is clear about his/her responsibilities. The focus has shifted from adults taking most of the ownership and responsibility for transition to empowering students to take charge of their own lives to the maximum extent possible, with the proper support. Review is a critical part of the process.

- **IEP Transition Plan**
Have the recorder provide a summary of the IEP/Transition Plan as a review and gather the necessary signatures.
- **Responsibilities**
Summarize each team member's responsibilities for the implementation of the plan.

DURING: FEEDBACK

Take a few minutes at the end of each meeting to evaluate the effectiveness and answer any additional questions. Typically, students and families report that this type of IEP meeting is much more productive and positive. This is a good way for educators to receive feedback and make adjustments to the process.

- **Answer questions**
Provide an opportunity for students, parents/family to ask any other questions.
- **Identify positives**
Ask the student and parents/family to identify the positive aspects of the planning process. Educators and service providers should also give their impressions.
- **Suggest improvements**
Ask for suggestions from the team to improve the process. This information should be used to improve the process.

Feedback allows students and parents to feel the meeting really belongs to them!

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PHASE 3: AFTER IMPLEMENTATION OF THE TRANSITION PLAN IEP



What are the goals and steps in the Implementation Phase?

Too often, a great deal of time, thought and energy go into developing a good IEP, only to have it sit in a file cabinet until the next meeting.

There are two goals in the Implementation Phase:

1. The IEP transition plan should be a working document that directs the curriculum and instruction for each student.
2. The proper amount of support should be given to the student so the transition plan is successfully implemented.

There are four areas that should be addressed:

- A. Student support
- B. Periodic Review
- C. Continued Communication
- D. Follow-through

Each are described below.

AFTER: STUDENT SUPPORT

- Assist the student to become self-directed and responsible for the implementation of her/his own plan.
- Refocus the school curriculum and instruction to address transition issues.

AFTER: PERIODIC REVIEW

- Meet with the student and family periodically to review progress.
- Support the student in keeping a record of progress.
- Adjust instruction as necessary to assist the student in implementing the transition plan.

AFTER: CONTINUED COMMUNICATION

- Use time at department meetings to review student progress and discuss issues and barriers.
- Keep in contact with the family, educators and community service providers and monitor progress.
- Support the student in sending letters to team members to reinforce the importance of completing the assignments identified at the planning meeting.

AFTER: FOLLOW-THROUGH

- Discuss the assistance needed by the student to complete the activities identified on the transition plan.
- As the case manager, it is important to support the implementation of the transition plan.
- Assist the educators, service providers and family members to provide the proper amount of support to ensure the plan is implemented by the student to the maximum extent possible.
- Support the student and family in making the necessary contacts with adult and community agencies and complete the required paperwork for services.
- Arrange small group meetings for students, families and staff to discuss transition topics of interest.

TOP 10 KEY ELEMENTS

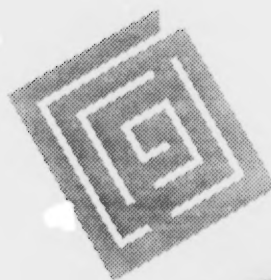


The following suggestions will assist you in developing a functional and streamlined transition process.

1. Remember transition is the philosophical base and the focus of secondary curriculum and instruction—not an ad-on.
2. The IEP Transition meeting should be used as a metaphor to assist students in becoming self-determined and in charge of their own life.
3. The Before, During and After Phases should be incorporated into the classroom curriculum and instruction.
4. Spend the time up-front developing a good IEP Transition Plan, then yearly up-dates will be a snap.
5. Pre-planning and preparation before the meeting will streamline the process and cut down on the time needed to develop the IEP transition plan.
6. The transition plan becomes the needs, goals and objectives of the IEP.
7. Empowering the student to be self-determined and take responsibility for his/her life is the greatest gift you can give.
8. Expand the knowledge and resources of the parent/family to support the transition plan and student-self responsibility.
9. The process should be future based not disability driven and focus on adult outcomes.
10. Take a risk, learn to let go! Learn from and celebrate your successes and failures.

**This Section of the Manual
Addresses Examples and Practice
Activities Including:**

- Assess the IEP Process currently in use
 - Review examples of transition forms and IEPs which reflect transition
 - Review examples of transition goals and objectives
-



*Examples
and Practice
Activities*



EXAMPLES AND PRACTICE ACTIVITIES

The following activities and examples are designed to assist your planning team in developing an IEP process which reflects transition and empowerment.

IEP ACTIVITIES AND EXAMPLES

The activities and examples in this section include:

- Restructure/shift the IEP process to reflect transition
- Pilot test a meeting
- Evaluate your pilot meeting
- An example of IEP/Transition forms
- An example of a transition plan
- Review examples of transition goals and objectives
- Writing transition goals
- Writing transition objectives

I. ASSESSING YOUR OWN IEP PROCESS . . .

I. ACTIVITY A: SHIFTING THE IEP PROCESS TO TRANSITION PLANNING

After reviewing the video and reading sections 1 and 2 of the manual, discuss with your team the results of the questions you answered at the end of section 1. Your answers will help stimulate your team toward continuing discussions as well as give you a basis for establishing a goal for your local IEP/ Transition process.

You answered these questions at the end of section 1 (page 16). Take some time now to review your answers with your team members to see where discrepancies exist or perceptions differ. This will help you in establishing your goals.



1. What is the tone of current staffing/IEP or other planning meetings? List the strengths and weaknesses of your current process:
2. How are these meetings structured. Round-robin reporting, or discussion?
3. Who facilitates the meetings?
4. Does the meeting structure follow the IEP form?
5. Are students included in their own staffings? Why or why not?
6. Are students active participants in the meeting?
7. What suggestions do your students have to improve this process?
8. How are parents and family members included in the process? Are they an active part of the team or do you spend a lot of time explaining information to them?
9. What do parents and family members think of your process? How do they feel when they participate? What suggestions do they have for improvement?
10. Is the goal of the meeting to complete the IEP form?
11. How much do the outcomes of the staffing really relate to what you do in the classroom and with students?
12. How does your process compare to the process in the video?

I. ASSESSING YOUR OWN IEP PROCESS . . .

ACTIVITY B: PILOT TEST TRANSITION PLANNING PROCESS WITH A PILOT TEST STRATEGY

After viewing the video and reading the section of this manual which reviews the Before/During/After phases of IEP/Transition Planning, use your knowledge to pilot the process with a few selected students. It is a good idea to choose the students who have the most supports and who have indicated an interest in planning for their futures.

Pilot Test Transition Planning Process Pilot Test Strategy

1. Identify five to ten students to test your process.
2. Select the transition staffing teams for each student.
3. Determine the time and date of each meeting.
4. Conduct the "Before Activities" found in section 2 of the A Maze to Amaze Manual with each student and family prior to the transition planning staffing/meeting.
5. Develop a structure for evaluation, including:
 - Length of time for each meeting
 - Quality and usefulness of the forms
 - Effectiveness of process
 - What worked, what didn't
 - Feelings of students and family members
 - Perceptions of professionals
 - Suggestions for improvement from the staffing/transition team

Remember:

It will take some time for this new process to feel comfortable and run smoothly. Don't be too quick to make major changes. Work with the process and then determine the changes needed.

I. ASSESSING YOUR OWN IEP PROCESS . . .

ACTIVITY C: ADJUST THE TRANSITION PLANNING PROCESS BY EVALUATING AND RESTRUCTURING

After piloting your own A Maze to Amaze process with several of your students, review and make changes to increase the effectiveness of transition planning

Adjusting the Transition Planning Process

1. Positive aspects of the process
2. Which forms need to be changed
3. What changes are needed in the meeting format
4. What changes are needed in the before, during and after stages of the process
5. What further training does the team need to be more effective?
6. What activities need to be infused into the curriculum to assist students in being active members of the team?
7. What other activities should be conducted with students and families to create more empowerment and participation?

Remember:

The transition process should be fluid and open to ongoing change.

II. REVIEW EXAMPLES OF TRANSITION FORMS AND IEPs WHICH REFLECT TRANSITION

The meeting process you develop may be very student-centered and family friendly, but you still must translate the discussion into a format which meets the requirements of IDEA for Transition Planning and services.

Remember: IDEA requires:

- Statements of long term adult outcomes.
- Annual goals and objectives which address transition.
- Documentation of vocational functional assessment, if appropriate.
- A statement of transition services to be provided by school and other agencies.
- A demonstration that activities will be coordinated to provide instruction, community experiences, the development of employment and other post-school adult living objectives.

These requirements can be successfully demonstrated in two ways:

1. Using a typical IEP form
2. Using a separate Transition Plan which you may substitute for the goal and objective pages and possibly other pages of the IEP.

In both of the following examples, the forms are filled out to reflect the case study enacted in the video *A Maze to Amaze*. The student depicted in the case study is a student with learning disabilities and some communication deficits. He is a 10th grade student.

II. REVIEW EXAMPLES OF TRANSITION FORMS . . .

ACTIVITY A: REVIEW THE FOLLOWING EXAMPLE OF A TRANSITION IEP

The example IEP demonstrates the requirements of IDEA for transition through a typical IEP form. The forms used are the IEP forms developed by the Colorado Department of Education, Special Education Services Unit.

You will notice the following:

- While there are specific goals and objectives which address Transition, all parts of the IEP are useful in creating the plan.
- The academic developmental and compensatory goals and objectives are designed to assist the student be more successful within school as well as any future system he may encounter.

For example, *Organizational and self-advocacy skills are useful in academics as well as the world of work and daily living.*

In the *Present Level of Functioning section*, strengths are identified which go beyond the typical academic areas.

For example, Fred's *excellent spatial awareness is encouraged to be used throughout his program plan.*

The IEP reflects a coordinated set of services because all parts of the plan relate to transition and services are provided by the educational agency and an adult service provider.

- In the Statement of Educational Needs page, many of the needs identified are transition and academic needs.

For example, *needs job experiences* is obviously a transition need. However, *needs practice looking for cue words in the environment* can be an academic need as well as a transition need and should be considered in thinking about transition for this student.

The requirements of IDEA for Transition are identified for you throughout the plan.

Legal Name of Student

Student ID

Present Level of Functioning, Achievement, and Performance

What does the student do well within the following areas, and what concerns are there for the student?

COGNITIVE:

How does this student think, problem solve, and learn within the environment?

Strengths Fred does well with visual cues and hands-on memory. Fred has excellent directionality and can always find his way.

Concerns Short-term memory and organization are difficult.

SOCIAL/EMOTIONAL/ADAPTIVE BEHAVIOR:

How does the student manage feelings and interact with others? How well does the student adapt to different environments?

Strengths Fred is very popular with peers. Looks very presentable.
He is very quiet.

Concerns He lacks a positive social support group. Some gang involvement is suspected.

PHYSICAL/SENSORIMOTOR:

How is the student's vision, hearing, coordination, and general health?

Strengths Fred likes to exercise - especially lift weights.*
Fred has excellent spatial awareness and physical coordination.*

Concerns This obvious strength is not being utilized fully by Fred.

** These statements provide assessment information which can be applied to transition.*

REQUIRED FOR ELIGIBILITY MEETING
MUST BE REVIEWED AT IEP MEETING

Form 6

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Legal Name of Student

Student ID

Present Level of Functioning, Achievement, and Performance

What does the student do well within the following areas, and what concerns are there for the student?

COMMUNICATIVE:

How does this student listen, speak, understand language, and express him or herself?

Strengths Appears to be listening – will make frequent eye contact.
Fred enjoys being around people.

Concerns Responds with one or two word answers.
Has difficulty expressing himself verbally or in written language.

EDUCATIONAL:

How does the student perform within the curriculum and on age appropriate tasks?

Strengths Math (6.7 is a strength).
Enjoys reading health magazines.

Concerns Is currently failing most academic subjects
3rd grade reading level reported on WJTBS.

TRANSITION / LIFE SKILLS / CAREER:

How prepared is the student to progress from grade-to-grade through each level of school, and to adult life?
How prepared is the student to function in school, home, community, and employment?

Strengths Has identified some career goals, i.e., stockbroker, bartender, cook.
Motivated toward higher-paying jobs.

Concerns Minimal awareness of strengths and limitations.*
Minimal awareness of training options. *
Discrepancy between desired future lifestyle and projected income.*

** These statements indicate a need for further vocational assessment.*

REQUIRED FOR ELIGIBILITY MEETING
MUST BE REVIEWED AT IEP MEETING

Legal Name of Student

Student ID

Statement of Educational Needs

*By integrating the assessment and functioning levels, address the needs of the whole child.
Identify priority areas that directly relate to the student's own instructional and environmental needs.**

- needs practical organizational format
- needs visual representation of directions
- needs opportunities for conversation
- needs connection with positive social groups in the community
- needs practice formulating and asking questions about desires and needs
- needs practice projecting his voice
- needs assertiveness training
- needs practice looking for cue words in environment
- needs age-appropriate, high-interest level reading material
- needs job exploration experiences
- needs assessments of transition interests and abilities
- needs information on colleges
- needs computer skills
- needs information about agencies
- needs to explore transportation options
- needs adult living information, skills and options

** Must exceed typical academic needs.*

REQUIRED FOR ELIGIBILITY MEETING
MUST BE REVIEWED AT IEP MEETING

Form 6

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Legal Name of Student

Student ID

Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e. post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome Fred desires post secondary education training to match his career goal.

Career or domain Developmental/compensatory to support disability.

Long-term outcome matches student's interests and abilities.

Annual Goal Demonstrates self-advocacy skills that will be helpful in post secondary

education/training and employment. ***Annual Goal targets student's deficit of communication and supports transition.***

Short-term Instructional Objective <i>Objectives reflect instruction in self-advocacy and they are incremental</i>	Criteria and Evaluation Procedures to be Used <i>(i.e. formal/informal measures, observations, recorded data, work samples, etc.)</i>	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/a)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#1) Given communication opportunities: Develop and ask two questions about each assignment. 5 out of 5 times.	as observed by teacher	Jan	June		
(#2) Practice asking one question in every collaborative grouping. 5 out of 5 times.	as observed by teacher and recorded by student	Jan	June		
(#3) Identify for every group participation situation one need he has that is not being met. 3 out of 3 times.	as observed and discussed by teacher	Jan	June		
(#4) Deliver a 3-minute speech in front of video camera on topic of his choice. 2 out of 2 times.	as observed by teacher	Jan	June		

REQUIRED FOR ALL MEETINGS

Legal Name of Student	Student ID
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Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e. post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome: Fred desires to graduate from highschool and participate in post secondary education to match his career goals.

Career or domain: Academic/Education.

Statement of long-term adult outcome.

Annual Goal: Develop organizational skills useful in post secondary training.

Annual Goal - to be successful in future environments is academic, but will also assist student in transition.

Short-term Instructional Objective <i>Objectives reflect instruction in academic skills and system access skills.</i>	Criteria and Evaluation Procedures to be Used (i.e., formal/informal measures, observations, recorded data, work samples, etc.)	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/A)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#1) Given organizational structure: Keep assignment notebook daily.	checked by special education teacher 3 times per week.	Jan	June		
(#2) Identify cue words in directions given by teacher. 5 out of 5 times. <i>Utilizes visual strength of student.</i>	Thru observation and notes by student and teacher.	Jan	June		
(#3) Maintain time management checklist daily. <i>Utilizes visual strength of student.</i>	checked by special education teacher 3 times per week.	Jan	June		
(#4) Maintain notebook or recording in subject areas daily.	checked by special education teacher 3 times per week.	Jan	June		

REQUIRED FOR ALL MEETINGS

Form 6

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Legal Name of Student

Student ID

Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e., post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome: The student wants to live independently in desired lifestyle.

Area or Domain: Residential.

Statement of long-term adult outcome.

Annual Goal: Explore housing options and become aware of costs.

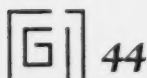
Annual Goal reflects residential domain.

Short-term Instructional Objective <i>Objectives reflect instruction in daily living skills</i>	Criteria and Evaluation Procedures to be Used (i.e., formal/informal measures, observations, recorded data, work samples, etc.)	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/a)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#1) Given housing information: Locate and contact 3 housing units by using the yellow pages. 3 out of 3 times.	observed and documented by teacher.	April	June		
(#2) Visit three housing units and match to desired lifestyle. 3 out of 3 times.	observed and documented by teacher.	April	June		
(#3) Visit and interview two local realtors about housing costs and financing.	observed and documented by teacher.	April	June		
(#4) Develop budget to match his desired lifestyle choice. 1 time.	observed by teacher.	April	June		

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REQUIRED FOR ALL MEETINGS

Form 6



Legal Name of Student

Student ID

Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e., post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome: The student desires employment in a financial institution.

Area of Domain: Career/Employment

Statement of long-term adult outcome matches student's career interests and abilities.

Annual Goal: Explore careers which match his interests and abilities.

Annual Goal - This goal reflects employment domain.

Short-term Instructional Objective <i>Objectives reflect development of employment and community experiences.</i>	Criteria and Evaluation Procedures to be Used (i.e., formal/informal measures, observations, recorded data, work samples, etc.)	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/A)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#1) Given exploratory information: Experience 3 job shadows.	as documented by teacher.	Jan	April		
(#4) Given job opportunities through job shadows, student will obtain part-time employment in area of interest.	as documented by teacher.	April	Aug		
(#2) Develop a list of interests based on inventories, 1 time and guest speakers.	as observed by teacher.	Jan	April		
(#3) Visit and interview 3 employers about their businesses and record answers.	as observed by teacher and employers.	Jan	April		

REQUIRED FOR ALL MEETINGS

Form 6



Legal Name of Student

Student ID

Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e. post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome: The student desires positive independent recreational activities.

Area or Domain: Recreation/Community

Statement of long-term adult outcome.

Annual Goal: Explore community resources and identify one solo and one social activity matching his interests.

Annual Goal – This goal reflects recreation domain.

Short-term Instructional Objective <i>Objectives reflect community experience and student's interests</i>	Criteria and Evaluation Procedures to be Used (i.e., formal/informal measures, observations, recorded data, work samples, etc.)	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/A)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#1) Visit 2 city recreation departments and health clubs.	as recorded by student and teacher.	Feb	March		
(#2) Talk to 3 coaches at high school about team participation.	as observed by coaches and documented by teacher.	Feb	March		
(#3) Make a 10-item list of recreational activities of interest.	as observed by teacher 1 out of 1 time.	Feb	March		
(#4) Invite a classmate to attend on recreational activity or interest.	student report to teacher and parents,	Mar	May		

REQUIRED FOR ALL MEETINGS

Fred
Legal Name of Student Student ID

Special Education and Related Services

Service Delivery:

Statement of specific services to be provided: _____

Special Education Services:

Type of Provider (assignment)

Projected Beginning Date of Service

Projected Ending Date of Service

Service Coordinator #1	Other Service Providers			
	#2	#3	#4	#5

Hours of Special Education Services per Week by Service Provider

Indirect

Direct in General Classroom

Direct Outside General Classroom

Total Hours by Provider

Does the student require special transportation?

☐ Yes

☐ No

Does the student require assistive technology?

☐ Yes

☐ No

Do content standards need to be modified?

☐ Yes

☐ No

Is the student eligible for services beyond their regular school year?

☐ Yes

☐ No

☐ To be reconsidered at a later time

Documentation:

Modifications:

Check any modifications necessary for the student to participate in general education program and describe:

☐ Curriculum

☐ Specialized Equipment

☒ Environment

☐ Instructional Strategies

☐ Method of Presentation

☐ Discipline

☐ Other (specify)

Describe:

Student will earn credit in community placement.

Statement of Interagency Services for Transition Students:

Transition Services Described

Include the administrative unit and participating agency(s) responsibilities and linkages before the student leaves the school setting

Fiscal Responsibility:

LEA will provide services in development of job placement site and instruction in community.

Personnel Responsibility:

Vocational Rehabilitation will provide job coach to assist with employment. VR will assume fiscal responsibility for coach.

Placement (Where, When, & Duration): Employment will extend into summer months.

If transition services are not required in instruction, community experiences, employment, post-school living objectives, and if needed, acquisition of daily living skills, or functional vocational evaluation, include a statement to that effect, and the basis on which the determination was made:

REQUIRED FOR ALL MEETINGS

Form 6



II. REVIEW EXAMPLES OF TRANSITION FORMS . . .

ACTIVITY B: REVIEW THE FOLLOWING TRANSITION PLAN

The Transition Plan is a "user friendly" document for students, families and agency providers.

- The following Transition Plan can be substituted for the goal and objective pages in the previous IEP form, or it can be in addition to the completed IEP.

Because it includes strengths, needs, goals, objectives, modifications, services and person responsible on one page, it can easily become a fluid document which may be brought into the classroom and used by the student and teacher on a regular basis.

Use the following three pages as a guideline for your transition plan . . .

After looking at the plan, identify the following:

The Long-term adult outcomes

Goals and objectives

Statement of transition services

Evidence of coordinated activities which demonstrate instruction, community experiences, and the development of employment and other post-school adult outcomes.

- Which format will work best in your situation? The IEP format or the Transition Plan format?
- Practice using the format you choose with the pilot process you practice in Activity IB on page 35.

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Transition Plan

Education: Post-School Outcome

Fred desires post-secondary education that matches his career goals

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
Motivated toward higher-paying jobs	• College information • Communication skills • Improve organization skills • Computer skills	Organizational study skills useful in post-secondary training	• Keep assignment notebook checked by teacher 3x per week • Outline text information checked by classroom teacher weekly • Keep organized notebook checked weekly by classroom teacher • Identify cue words in teacher directions 5 out of 5 times.	• Opportunities to have material presented visually • Sit in front of room • Daily classroom calendar • Provide visual cues for deviations in environment of classroom	• Duration academic semester Jan. thru June • In regular classroom 1 time per week for 1/4 hr. • In resource room classroom 1 time per week for 1/4 hr.	• Teacher • Fred

Career/Employment: Post-School Outcome Career in financial institution

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
• Very presentable • Motivated to work	• Information about agencies • Job acquisition skills • Part-time employment	Explore careers which match interest and ability	• Experience 3 job shadows 3 out of 3 times • Develop a list of interests based on inventories and guest speakers • Interview employers 3 times • Student will obtain part-time employment based on interests	• Release time to job shadow • Credit applied to community experience • Use of videotaping to practice interviews	• Duration for 9 week period Jan. thru April • In resource room, 1 hr. per week • In community, 1 hr. per week • Employment after job shadows May - August	• Fred • Teacher • Dad • Employers



Transition Plan

Community/Residential: Post-school Outcome Independent living in desired lifestyle

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
• Does not like being dependent • Good math skills	• Money management skills • Driver's license • Information about cost of living	Will explore housing options and become aware of costs	• Will contact and locate three housing areas by using the yellow pages • Will take three field trips to housing units • Interview one realtor	• Additional time • Visual cues in classroom and real environment	• Duration-9 week period April to June • In resource room, 1 hr. per week • In community, 1/2 hr. per week	• Fred • Parents • Teacher

Social/Interpersonal & Recreation/Leisure Becoming a Member of a Health Club

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
• Lifts weights regularly • Likes physical education	• Become aware of community athletic options • Become aware of costs involved	Explore community resources and identify one solo and one social activity matching his recreation interests	• Take two visits to city recreation department and health clubs • Talk to 3 coaches at high school • Make a 10-item list of recreational activities of interest	• Practice communications in real environments • Use alternative books • Peer mentorship	Duration: 3 weeks - February with resource teacher, in community 1 hr. per week	• Fred • Parents

Transition Plan

Other: Communication Skills for Support for Dependents in Work and Community

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
Often makes eye contact Listens attentively	Needs practice formulating and asking questions around desires and needs	Demonstrate self-advocacy skills that will be helpful in post secondary training and employment experiences	Develop and ask two questions about each assignment * Ask one question in every collaborative grouping * Deliver a three-minute speech in front of video camera on topic of his choice	Opportunities to work in teams within the classroom Opportunities to practice communication in real environments Videotaping of job interviews or presentations Extra time to ask questions	Duration of academic semester Jan. thru June In resource room 4 hours per week In general education classroom 1 hr. per week	• Fred • Teacher

Statement of Interagency Services:

* as observed by teacher

(Include the school district/BOCES/BOCS and participating agency(s) responsibilities and linkages or both, before the student leaves the school setting. IDEA Sec 300.346, b.2.)

- LEA will provide services in development of job placement site and instruction in the community.
- Vocational rehabilitation will provide job coach to assist with employment and will assume fiscal responsibility for coach.
- Employment will extend into summer months.

III. REVIEW EXAMPLES OF TRANSITION GOALS AND OBJECTIVES

Community practice is required! This should be an important aspect of any transition goal and/or objective. When writing goals and objectives that are functional in nature, consider why the student needs the skill and in what setting those skills will be used. Community experiences should reflect real life use of skills.

Some general considerations when writing transition goals and objectives are:

- In developing goals and objectives for an individual, look for strengths in the assessment information in the IEP.
- Goals and Objectives are statements of what the student will be able to do (goal); and **how** the student will demonstrate what he/she can do (objective).
- Goals and Objectives should always enhance the empowerment of the student.
- Objectives must be as **specific** as possible and **measurable** so that students and/or parents know what activity the student should be engaged in: how to accomplish that activity, and when that activity has been successfully completed.
- Problems with accomplishing goals should be analyzed in terms of the **total environment**.

For example, why did the student not accomplish the objective? Was there sufficient instruction? Did he know what was expected? Did he have the appropriate supports? Was he in a situation/environment which enhanced or reduced his positive behavior?

Any breakdown should be considered in designing new instruction. In other words, if something doesn't work the first time, don't reteach it in the same way!

- It is important to think of writing transition goals and objectives as an incremental process:

OUTCOME

The first phase of this process is the identification of the **long-term adult outcome**.

The outcome projects beyond graduation and determines where the student wants to be in each domain area. For some students, these

outcomes will remain somewhat stable throughout the four years of high school; for others, they may change as the desired situation becomes more realistic.

GOAL

Next is the Annual **Goal**:

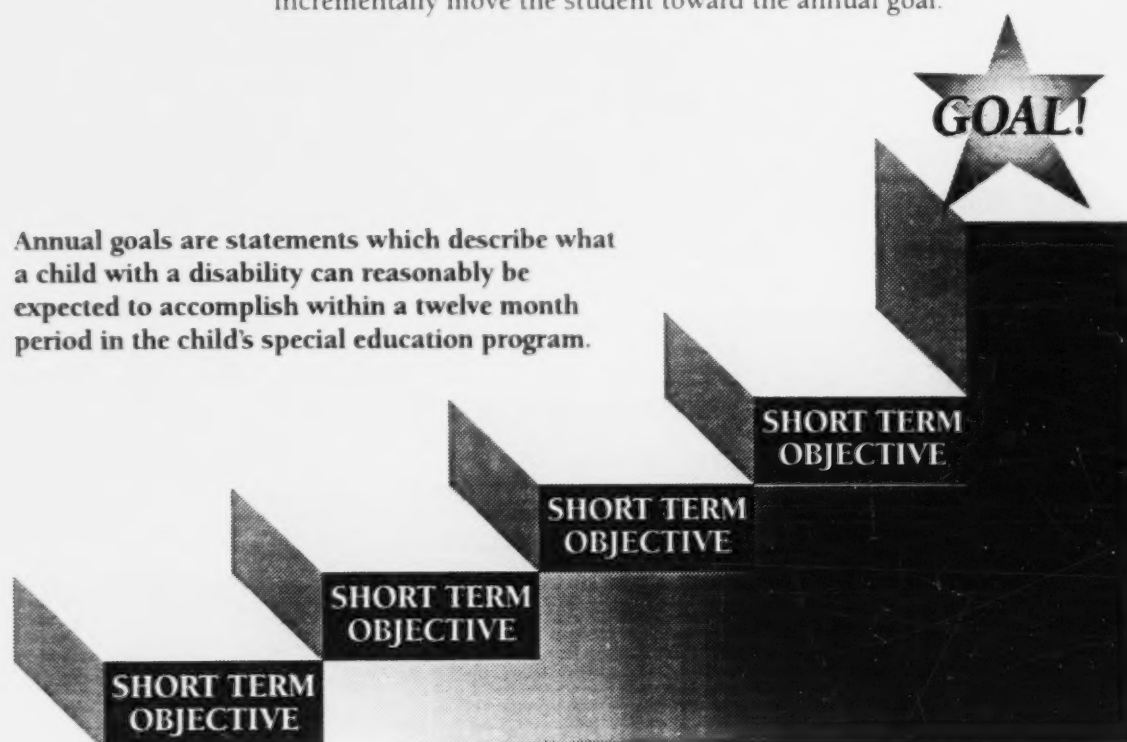
The annual transition goals are the current year's goals to move the student closer to his/her transition outcome.
From 9th-12th grade, goals address identified needs and progressively build toward the transition outcome.

OBJECTIVES

Finally come the **Objectives**:

The objectives are the short-term activities which utilize the student's strengths to accomplish student goals, measured by performance. They incrementally move the student toward the annual goal.

Annual goals are statements which describe what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child's special education program.



III. REVIEW EXAMPLES OF TRANSITION GOALS AND OBJECTIVES. . .

ACTIVITY A: REVIEW THE FOLLOWING EXAMPLES OF TRANSITION OUTCOMES, GOALS AND OBJECTIVES

Writing Transition Goals and Objectives on IEP

The following are examples of outcome, goals, and objectives.

EXAMPLE A:

Outcome: Student will participate in recreation/leisure activities.

Goal: Student will choose and plan one leisure activity with a regard for personal needs, interests and available finances.

Objectives: Given recreational options . . .

1. Student will explore available health clubs in community and compare costs as observed by teacher five out of five times.
2. Student will initiate one activity at health club with one prompt as documented by aids.
3. Student will participate in health club activities two times per week as documented by student.
4. Student will participate in after-school recreation club with friend three days per week as observed and documented by sponsor and student.

EXAMPLE B:

Outcome: Student will participate in supervised living situation after high school.

Goal: Student will perform three routine daily living tasks.

Objectives: Given residential settings . . .

1. Student will independently launder own clothes one time per week as indicated by home checklist.
2. Student will select three items at grocery store for lunch preparation one time per week as recorded by student.
3. Student will read three different microwave recipes with one prompt three out of three times as documented by home checklist.

Academics are infused into transition goals.

EXAMPLE C:

Outcome: Student will participate in supported employment after high school.

Goal: Student will increase independent work behaviors.

Objectives: Given job tasks . . .

1. Student will increase endurance on a community job site by increasing hours from five to ten hours per week.
2. Student will perform simulated work tasks with increasing accuracy as measured by baseline.

EXAMPLE D:

Outcome: Student will explore and determine career, vocational or educational options after graduation.

Goal: Student should be aware of his personal preferences and strengths regarding different occupations.

Objectives: Given opportunities for exploration . . .

1. Student will complete a vocational assessment as documented by teacher.
2. Student will complete a careers class as documented by teacher.
3. Student will participate in three job/programs tryouts as documented by teacher and student.

EXAMPLE E:

Outcome: Student will explore career opportunities in the military.

Goal: Student will determine steps and timeline to access military career.

Objectives: Given teacher support . . .

1. Student will meet with three different recruiters from three different branches of military as documented by teacher or recruiter.
2. Student will tour one military installation as arranged by teacher.
3. Student will take ASVAB as observed by recruiter and completion of the test.

EXAMPLE F:

Outcome: Student will prepare for successful completion of college/community college program matching career interests.

Goal: Student will determine steps and timeline for accessing college.

Objectives: Given teacher support . . .

1. Student will complete study skills class as documented by teacher.
2. Student will register for and take ACT/SAT.
3. Student will visit three community college campuses as documented by teacher and student.

Other objectives may pertain to specific academic skills needed for success like:

1. Measuring to 1/16 inch.
2. Reading and identifying meaning of vocabulary for (specific vocational) program 9 out of 10 times.

It may also be appropriate to include behavior or affective objectives under these goals like:

- asking for help
- working safely

EXAMPLE G

Outcome: Student will participate in competitive employment matching interests and strengths.

Goal: Student will explore available jobs and successfully complete interview process.

Objectives: Given access to job market . . .

1. Student will access classified and job service computer as documented by job service counselor two times.
2. Student will complete application and practice interview skills as observed by teacher two out of two times.
3. Student will assess his skills as they pertain to job he is applying for in interaction with teacher two out of three times.
4. Student will complete interview with employer on job site and obtain feedback from employer one time.

EXAMPLE H

Outcome: Student will participate in supported employment matching interests and strengths.

Goal: Student will access adult service agency to provide support.

Objective: Given access to adult agency personnel . . .

1. Student will complete the intake process with adult supporting service agency as documented by agency representative.
2. Student will check with adult service counselor monthly to check on his case as documented by service counselor three out of three times.

**AFTER REVIEWING THESE, IDENTIFY THE
CHARACTERISTICS OF OUTCOMES, GOALS AND
OBJECTIVES IDENTIFIED ABOVE:**

- Are students' strengths and interests being utilized?
- Are community experiences included?
- Are objectives measurable in a different way than percentages?
- Are objectives clearly stated so that the student knows exactly what he must do?
- Are goals and objectives clearly related back to transition outcome?
- Are students given real practice with skills in real settings?

III. REVIEW EXAMPLES OF TRANSITION GOALS AND OBJECTIVES . . .

ACTIVITY B: WRITING TRANSITION GOALS

Using the 10th grade annual goal provided in the case study and the following 9th, 11th, and 12th annual goals in the areas of Education and Career Development, create appropriate Transition goals for Fred in the Leisure/Recreational, Community/Residential domains for 9th, 11th, and 12th grade.

Examples:

TRANSITION OUTCOME—EDUCATION

Given transition counseling and academic support, Fred will access a community college or vocational training program of his choice based on career interests and strengths.

9th Grade Annual Goal

Fred will identify his learning style and several strategies to support his style in academic settings.

*10th Grade Annual Goal

Fred will identify and demonstrate organizational study skills that will be useful in post-secondary educational and training environments.

11th Grade Annual Goal

Fred will demonstrate the use of his organizational strategies to gather information about post-secondary education/training available for students with learning disabilities.

12th Grade Annual Goal

Fred will use his organizational strategies to determine and complete the specific steps necessary to apply to post-secondary institutions that match his career goal.

TRANSITION OUTCOME—VOCATIONAL

Fred will access adult agencies to assist with employment that will support his chosen lifestyle.

9th Grade Annual Goal

Fred will identify his vocational interests, abilities, and behaviors and match these to his chosen lifestyle.

***10th Grade Annual Goal**

Fred will explore career clusters which utilize his interest and abilities and identify three steps toward preparation for those career clusters.

11th Grade Annual Goal

Fred will identify a career interest and begin preliminary training in an area of career interest to develop specific skills to enhance employability.

12th Grade Annual Goal

Fred will identify and access community support agencies which will assist him in attaining his career outcome.

Create 9th, 11th, and 12th Grade Goals to Support the Following:

LEISURE/RECREATIONAL TRANSITION OUTCOME

Fred will choose and access appropriate recreational facilities to support his interests.

Create 9th, 11th, and 12th Grade Goals to Support the Following:

COMMUNITY/RESIDENTIAL/TRANSPORTATION OUTCOME

Fred will choose suitable independent living arrangements that match his income and desired lifestyle outcome.



III. REVIEW EXAMPLES OF TRANSITION GOALS AND OBJECTIVES . . .

ACTIVITY C: WRITING TRANSITION OBJECTIVES

Using the following outcome, goal and objectives as a guide, write objectives for the subsequent goals.

RECREATIONAL DOMAIN

Outcome: Student wishes an independent recreational activity

First Year Goal: The student will identify three areas of interest.

Objectives: Given exposure to sports, arts and crafts . . .

1. Student will take three field trips to museums as documented by teacher and student.
2. Student will attend three high school sports activities as documented by attending faculty and student.
3. Student will try three craft activities as documented by teacher and student.

Second Year Goal: Student will participate in three recreational activities.

TOP TEN KEY ELEMENTS FOR EXAMPLES AND PRACTICES



1. Reworking your IEP meeting process to focus on transition should and can be a team effort. Gather your entire staffing team to review the video and activities.
2. Pilot test your process with a few students. Don't expect things to change immediately.
3. Transition can be reflected within typical IEP forms or a separate transition plan can be substituted for the goal and objective pages of the IEP.
4. All parts of the IEP should reflect information which can be useful in transition planning.
5. Don't overlook obvious strengths of the student in developing transition activities
6. Academic needs such as organizational structures can also be transition needs. Work on them in both environments.
7. There must be a separate statement of transition services even if goals and objectives address transition needs.
8. Long-term adult outcomes should be identified first and goals and objectives should incrementally move students closer to the outcomes.
9. Goals and objectives should reflect what the student should be able to do and how he/she will accomplish it.
10. Problems with accomplishing goals should be considered within the total environment. Don't reteach something in the same way if it didn't work the first time.

This Section Includes:

- Blank IEP forms developed by the Colorado Department of Education (CDE)
 - A Blank Transition Plan developed by CDE
 - A copy of the Transition Checklist used by CDE to conduct on-site visitations
-



*Summary
and Blank
Forms*



SUMMARY:

Transition planning is a process not a product. It will take some time to adapt the process to your own situation.

Remember:

An IEP focusing on Transition should demonstrate the following characteristics:

Roles of participants are flexible.

- Assessment is provided by all participants including student and parents.
- Information is not given in round-robin fashion, but rather reported through a discussion.
- The discussion is not about the student, but rather flows from the student's stated goals. He is included in the discussion with the ultimate goal of student facilitation.
- There is a separate recorder, allowing the facilitator to facilitate.

The relationship of strengths to needs shifts

- Strengths are discussed before needs, setting a more positive tone.
- Both strengths and needs are discussed in relation to the identified Transition Outcome, making them seem related to the student rather than some arbitrary characteristics determined by testing.
- Testing and assessment results are cited to corroborate observed strengths and needs that relate to student in terms of his real life.
- The purpose of discussing strengths and needs becomes to assist the student and family to better know the student, thereby facilitating his future planning.

The relationship of academics and transition blends

- Academics are discussed in relation to identified career and transition outcomes. Academics become the means to the student's identified career and adult living ends. There is then a reason or a motivation for him to accomplish academics.
- The academic skills that are focused on within the IEP/Transition meeting are skills that support the student to access the educational system. The systems access skills, such as developing an organizational structure, will assist the student with success within the educational setting but also within the world of work and real life.
- The academic skills developed through transition planning can be and should be addressed in all academic subjects. They are not related to a specific failure in an academic classroom.



The effect the transition planning meeting has on the empowerment of students and families.

For example, learning to organize information is more targeted to long-term success than a goal which reads "the student will pass math class."

- Students and families have an opportunity to contribute to the meeting, not merely attend.
- Student and families choose their own direction after high school. The IEP team supports the plans identified by the student.
- Students and families have the opportunity, through carrying out the transition plan, to uncover more about the student's strengths and needs, rather than having the "expert" dictate this information.
- Families have the time to research the realities of life after high school. They have time to practice becoming their own case managers within a supportive setting.
- Students practice self-determination through the vehicle of the IEP process.

HOPE IS KEPT ALIVE



This is the most significant characteristic of the IEP/Transition meeting. It is based on the belief that students with disabilities can and will be productive members of society or the workforce.

With proper support, strategies, and beliefs, you the educator can assist students and families to move out of the maze of deficits to an amazing and productive future.

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TRANSITION ONSITE CHECKLIST

TRANSITION PLANNING

	YES	NO	COMMENTS
Age Requirements			
• The IEP process is shifted to transition planning (all student in special education 16 years or older).			
• The IEP process is shifted to transition planning for students younger than 16 when needed (for students with severe need, at risk of dropping out and disciplinary actions).			
Assessment			
• Student transition assessments are available and used.			
• Parent/family assessment(s) are available and used.			
Notification / Participation			
• Students are invited to meeting			
• Students attend meeting			
• Parents are invited to meeting.			
• Parents attend meeting.			
Adult / Community			
• Community and adult agencies are invited when appropriate.			
Plan			
• Annual Transition goal(s) are written and evident on IEP or transition plan: ▲ employment (career development) ▲ daily living skills (when appropriate) ▲ post-secondary outcomes (recreative, leisure, medical, legal, community, living, etc.)			
• Short-term objectives are written for each Transition goal.			
• Community experiences are evident in IEP goals and/or objectives.			
• Interagency linkages and services are identified.			

	YES	NO	COMMENTS
2. CURRICULUM AND INSTRUCTION			
• Transition curriculum and instructional materials are available.			
• A budget is available for transition-related activity/materials, etc.			
• Academic instruction is functional and focuses on Transition skills needed after graduation.			
• All students receive on-going community experiences.			
• Opportunities for career employment development are available:			
<i>Elementary</i>			
▲ Career awareness			
<i>Middle School/Junior High School</i>			
▲ career exploration			
<i>High School</i>			
▲ Job shadowing			
▲ career preparation			
▲ work-study			
▲ school businesses			
▲ other _____			
• Students are in regular education classes that support transition goals.			
3. WORK EXPERIENCE			
• Work experience is available for all students in special education.			
• Release time is provided for work coordination.			
• A business school partnership exists.			
4. VOCATIONAL EDUCATION			
• Students have access to vocational education classes.			
• A system for monitoring student progress is in place.			
• Vocational education provides support and supplemental service.			

- Transition is coordinated across district or BOCES. A transition coordinator is designated.

- Release time is available for coordination.

- Formal linkages are established with

ITPA

Rehabilitation

Community Centered Boards

Mental Health

Community College/Colleges

Health

Youth Services

Social Security

Job Service Center

Other

[illegible]

TRANSITION CHECKLIST ONSITE COMPLIANCE

REQUIREMENTS

AGE

- Transition services are provided for all sixteen year old students in special education and those services include:
 - ▲ instruction
 - ▲ community experiences.
 - ▲ the development of employment and other post school adult daily living objectives supporting the student's transition
 - ▲ if appropriate, a functional vocational assessment and daily living skills
 - ▲ coordination and linkages with adult service agencies, such as vocational rehabilitation, community centered boards, or community colleges
- Transition services are provided for students when they are younger than sixteen when needed (such as for students with severe needs, who are at risk of dropping out, or who have received disciplinary actions)

ASSESSMENT

- Student transition assessments are available and used
- Functional vocational evaluation is available when appropriate

NOTIFICATION AND PARTICIPATION

- There is evidence the student was invited to the meeting separately from parent notification
- If the student did not attend the IEP meeting, there is evidence that the public agency took steps to ensure that the student's preferences and interests were considered in the development of the IEP
- Parent notification of the meeting includes notice that the meeting will focus on transition, that the student has been invited, and that a specific agency representative will be in attendance
- There is evidence that a representative of any other agency that is likely to be responsible for providing or paying for transition services has been invited to the meeting
- If an agency invited to send a representative to a meeting did not do so, there is evidence public agency took other steps to obtain their participation in the planning of any transition service

- There is evidence that steps were taken to ensure a non-attending agencies participation

THE IEP PLAN

- Long range transition outcome(s) are evident on the IEP and reflect student preferences and interests
- Annual transition goal(s) are written and evident on the IEP or Transition Plan for one or more of the following post school activities:
 - ▲ employment (career development)
 - ▲ daily living skills (if appropriate)
 - ▲ post secondary living objectives (recreation, leisure, medical, legal, community, interpersonal, social, etc.)
- Short term objectives are written for each Transition Goal
- Community experiences are evident in IEP goals/objectives
- Transition related instruction is evident in goals/objectives
- Long Range outcomes, goals and objectives and transition services represent a coordinated set of activities that promote movement from school to adult living

INTERAGENCY LINKAGES

- There is evidence of coordinated agency services in the areas of:
 - ▲ instruction
 - ▲ community experience, employment, post-school living objectives
 - ▲ functional vocational evaluation and daily living skills, if appropriate

INTERAGENCY SERVICES

- Services are described in terms of fiscal and personnel responsibility
- If no service is provided in one of the above areas of instruction, community experience, employment, post-school living objectives, and functional vocational evaluation, a statement indicating why is provided
- If service is to be provided outside of the time frame of the IEP, that time frame is described

Legal Name of Student

Student ID

Present Level of Functioning, Achievement, and Performance

What does the student do well within the following areas, and what concerns are there for the student?

COGNITIVE:

How does this student think, problem solve, and learn within the environment?

Strengths

Concerns

SOCIAL/EMOTIONAL/ADAPTIVE BEHAVIOR:

How does the student manage feelings and interact with others? How well does the student adapt to different environments?

Strengths

Concerns

PHYSICAL/SENSORIMOTOR:

How is the student's vision, hearing, coordination, and general health?

Strengths

Concerns

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REQUIRED FOR ELIGIBILITY MEETING.
MUST BE REVIEWED AT IEP MEETING.

Legal Name of Student:

Student ID:

Present Level of Functioning, Achievement, and Performance

What does the student do well within the following areas, and what concerns are there for the student?

COMMUNICATIVE:

How does this student listen, speak, understand language, and express him or herself?

Strengths:

Concerns:

EDUCATIONAL:

How does the student perform within the curriculum and on age appropriate tasks?

Strengths:

Concerns:

TRANSITION / LIFE SKILLS / CAREER:

How prepared is the student to progress from grade-to-grade, through each level of school, and to adult life?

How prepared is the student to function in school, home, community, and employment?

Strengths:

Concerns:

REQUIRED FOR ELIGIBILITY MEETING
MUST BE REVIEWED AT IEP MEETING

Form 6

Legal Name of Student

Student ID

Statement of Educational Needs

*By integrating the assessment and functioning levels, address the needs of the whole child.
Identify priority areas that directly relate to the student's own instructional and environmental needs.**

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REQUIRED FOR ELIGIBILITY MEETING
MUST BE REVIEWED AT IEP MEETING

Legal Name of Student

Student ID

Goals and Objectives

With the exception of the initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives.

Specific transition goals must be developed for students who will turn 16 prior to the next review, or earlier if needed. Transition goals and objectives should address community experiences, career/employment development, post-school living outcomes (i.e. post-secondary training and education, community, residential, social/interpersonal and recreation/leisure) and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Post School Outcome

Area or Domain

Annual Goal

Short-term Instructional Objective	Criteria and Evaluation Procedures to be Used (i.e., formal/informal measures, observations, recorded data, work samples, etc.)	Schedule for Achievement of Objective			Does objective need to be carried over to new IEP, modified, or is it no longer appropriate? (C, M, or N/a)
		Beginning Date	Target Completion Date	Actual Date Completed	
(#)					
(#)					
(#)					
(#)					

REQUIRED FOR ALL MEETINGS

Form 6

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Transition Plan

Education: Post-School Outcome _____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Career/Employment: Post-School Outcome _____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

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Transition Plan

Community/Residential: Post-school Outcome ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Social/Interpersonal & Recreation/Leisure ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Transition Plan

Other: _____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Statement of Interagency Services:

* as observed by teacher

(Include the school district/BOCES/BOCS and participating agency(s) responsibilities and linkages or both, before the student leaves the school setting. IDEA Sec 300.346, b.2.)

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BEFORE: PARENT/FAMILY TRANSITION ASSESSMENT FORM

Dear Parents:

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next staffing we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

CAREER/EMPLOYMENT

I think my son/daughter could work in:

- ☐ Full time regular job (competitive employment)
- ☐ Part time regular job (competitive employment)
- ☐ A job which has support and is supervised, full or part time (supported employment)
- ☐ Military Service
- ☐ Volunteer work
- ☐ Other: _____

My son/daughter's strength in this area is:

My son/daughter seems to be interested in working as...

When I think of my son/daughter working, I am afraid that...

To work my son/daughter needs to develop skills in:

EDUCATION:

Future education for my son/daughter will include:

- | | |
|--|---|
| ☐ College or University | ☐ On-the-job training |
| ☐ Community College | ☐ Personal development classes |
| ☐ Vocational training | ☐ Other: _____ |

My son/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in...

RESIDENTIAL/LIVING:

After graduation my son or daughter will live:

- ☐ On his/her own in a house or apartment
- ☐ With a roommate
- ☐ Supervised living situation (group home, supervised apartment)
- ☐ With family
- ☐ Other _____

My son/daughter's strength in this area is:

When I think about where my son/daughter will live I am afraid that...

To live as independently as possible my son or daughter needs to develop skills in:

RECREATION AND LEISURE:

When my son/daughter graduates I hope he/she is involved in:

- ☐ Independent recreational activities
- ☐ Activities with friends
- ☐ Organized recreational activities (clubs, team sports)
- ☐ Classes (to develop hobbies, and explore areas of interest)
- ☐ Supported and supervised recreational activities
- ☐ Other _____

During free time, my son or daughter enjoys:

My son/daughter's strength in this area is:

When I think of the free time my son or daughter will have after graduation I am afraid that:

To be active and enjoy leisure time my son or daughter needs to develop skills in:

Legal Name of Student

Student ID

Special Education and Related Services

Service Delivery:

Statement of specific services to be provided:

Special Education Services:

Type of Provider (assignment)

Projected Beginning Date of Service

Projected Ending Date of Service

Service Coordinator #1	Other Service Providers			
	#2	#3	#4	#5
Type of Provider (assignment)				
Projected Beginning Date of Service				
Projected Ending Date of Service				
Hours of Special Education Services per Week by Service Provider				
Indirect				
Direct in General Classroom				
Direct Outside General Classroom				
Total Hours by Provider				

Does the student require special transportation?

☐ Yes

☐ No

Does the student require assistive technology?

☐ Yes

☐ No

Do content standards need to be modified?

☐ Yes

☐ No

Is the student eligible for services beyond their regular school year?

☐ Yes

☐ No

☐ To be reconsidered at a later time

Documentation:

Modifications:

Check any modifications necessary for the student to participate in general education program and describe:

☐ Curriculum

☐ Specialized Equipment

☐ Environment

☐ Instructional Strategies

☐ Method of Presentation

☐ Discipline

☐ Other (specify)

Describe

Statement of Interagency Services for Transition Students:

Include the administrative unit and participating agency(s) responsibilities and linkages before the student leaves the school setting

Fiscal Responsibility:

Personnel Responsibility:

Placement (Where, When, & Duration):

If transition services are not required in instruction, community experiences, employment, post-school living objectives, and if needed, acquisition of daily living skills, or functional vocational evaluation, include a statement to that effect, and the basis on which the determination was made:

TRANSPORTATION:

When my son/daughter graduates he/she will:

- ☐ Have a driver's license and car
- ☐ Walk or ride a bike
- ☐ Use public transportation independently (bus, taxi, train)
- ☐ Supported transportation (family, service groups, car pool, special program)
- ☐ Other: _____

My son/daughter's strength in this area is:

When I think of my son/daughter traveling around the community I worry about...

To access transportation my son/daughter needs to develop skills in...

Review the following items. Please identify 3 to 5 areas only.
My son or daughter needs information/support in the following areas:

SOCIAL/INTERPERSONAL:

- | | |
|--|--|
| ☐ Making friends | ☐ Handling anger |
| ☐ Setting goals | ☐ Communicating needs/wants |
| ☐ Family relationship | ☐ Relationships with the opposite sex |
| ☐ Handling legal responsibilities | ☐ Counseling |
| ☐ Other: _____ | |

PERSONAL MANAGEMENT:

- | | |
|--|---|
| ☐ Hygiene | ☐ Money Management/budgeting |
| ☐ Safety | ☐ Time/time management |
| ☐ Mobility | ☐ Personal Care |
| ☐ Domestic skills | ☐ Other: _____ |

HEALTH

- | | |
|---|--|
| ☐ Ongoing care for a serious medical condition | ☐ AIDS awareness |
| ☐ Sex Education | ☐ Information on drug abuse |
| ☐ Other: _____ | |
-

BEFORE: STUDENT TRANSITION ASSESSMENT FORM

Note: This questionnaire may need modification based on the student's ability. This information can also be gathered through parents and family members.

GENERIC QUESTIONS FOR TRANSITION PLANNING

1. What are your greatest dreams or goals?
2. What are your greatest fears?
3. What might get in the way of you accomplishing your goals?
4. What would help you overcome these barriers?
5. How can the school/agencies/resources help you to reach your goals?
6. Is there anything the school/family/agencies are doing for you now that you could/should be doing for yourself?
7. What support do you need to develop for successful independent living?

EDUCATIONAL QUESTIONS

1. Why do you think you're successful in some classes?
 2. Why are you experiencing difficulty in other classes?
 3. What can you do that would help you succeed in your classes?
-

EDUCATIONAL QUESTIONS (CONTINUED)

4. What modifications do you need in your classes to succeed?
5. How do you learn best?
6. How will the classes you take now help you in planning for your future?
7. What classes do you still need to take to help you reach your goals?
8. What specific skills are you lacking that could be taught to you in school?
9. What further educational training do you wish you could get?
10. How will you pay for further educational training?

CAREER QUESTIONS

1. What would you like to be doing 2-5-10 years from now?
 2. What career are you interested in?
 3. What skills will you need to get the job you want?
 4. What kinds of things do you think you're good at? What are you not good at?
 5. What kind of vocational training/education would you like to have after high school?
 6. What would your ideal job look like?
-

CAREER QUESTIONS (CONTINUED)

7. What kinds of information/classes/training do you need to have in order to reach your career goals?
8. What hobbies, interests, recreation activities do you have that you could use in a career?
9. What community agencies can help you with your vocational needs/plans?
10. What job shadowing or job try-outs would you like to try in order to explore possible careers?
11. How will you pay for further vocational training?
12. What kind of work experience have you had?

COMMUNITY/RESIDENTIAL QUESTIONS

1. Where do you want to live after you graduate?
 2. What kind of transportation will be available to you after graduation?
 3. What kind of chores/jobs do you do at home that will help you as an independent adult?
 4. What kind of domestic skills do you need help with (cooking, household management, etc.)?
 5. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical and legal resources, etc?
 6. What agencies/resources can help you access the community?
-

COMMUNITY/RESIDENTIAL QUESTIONS (CONTINUED)

7. If you moved out on your own tomorrow, what kind of help would you need?
8. What skills do you have/need for finding your way around a new community/area?
9. What kind of deposits would be required for utilities, housing, etc. when you move out on your own? How will you pay for them?
10. How will you manage your money after you graduate?
11. What money/banking skills do you need help with?
12. Who can be a part of your support system in the community?
13. What kinds of things would make you feel more like a part of your community?
14. What do you do for yourself now in the way of independent living skills in the community?

MEDICAL/LEGAL QUESTIONS

1. Do you have a family doctor/dentist?
 2. How will you take care of your medical/dental needs?
 3. Do you have any medical needs that will require support beyond high school?
 4. If you run into a legal problem, how will you handle it? Who will you go to for help?
 5. Who would you contact in case of emergency?
-

MEDICAL/LEGAL QUESTIONS (CONTINUED)

6. What would you need to know about first aid if help wasn't readily available?
7. What agencies/persons in the community can help you with medical or legal needs?
8. If you don't understand the terms of a contract, who can you go to for help?
9. What kinds of insurance will you need, and how will you pay for it?
10. Do you have any fitness goals for your physical well-being?
11. Have you considered applying for SSI?

RECREATION/LEISURE QUESTIONS

1. What do you like to do for fun?
 2. What are your hobbies and interests?
 3. Is there anything you wish you could learn how to do that you don't know now (i.e., bowling, swimming, skiing, knitting, painting, etc.)?
 4. Are there any school activities you think you might like to get involved in?
 5. What recreation opportunities are offered in your community that might interest you?
 6. What recreation, resources might you look for if you moved to a new community?
 7. Would you rather spend leisure time alone or with others?
 8. How do you involve others in your recreation activities?
 9. What barriers/problems prevent you from being involved in the recreational activities you are interested in?
-

SOCIAL/INTERPERSONAL QUESTIONS

1. How do you handle conflicts or solve problems?
2. Who do you/would you/like to go to when you have a problem or need help - at home - at school - in the community?
3. Do you have someone you trust to talk with when things aren't going well?
4. Are there any areas of your personal life you are having difficulty with?
5. Who do you include in your circle of friends?
6. What strategies/techniques do you use for handling stress?
7. What kinds of things are stressful for you?
8. What personal qualities do you possess that make you a good friend?
9. How would you go about developing new friendships if you moved to a different community?
10. What social/interpersonal needs do you have that are not being met at this time?
- 11. What agencies/resources could help you with your interpersonal needs?
12. What social/interpersonal barriers can you control or take responsibility for (i.e. attitude, motivation, behavior, hygiene, dress, etc.)?
13. Who are the people/agencies/resources you can include in your personal support system?

BEFORE: FAMILY/STUDENT COMPARISON FORM

Career	Goals Identified by Parent & Student	Goal Identified by Student	Goal Identified by Parent
	Needs Identified by Parent & Student	Needs Identified by Student	Needs Identified by Parent
Residential	Goals Identified by Parent & Student	Goal Identified by Student	Goal Identified by Parent
	Needs Identified by Parent & Student	Needs Identified by Student	Needs Identified by Parent
Community	Goals Identified by Parent & Student	Goal Identified by Student	Goal Identified by Parent
	Needs Identified by Parent & Student	Needs Identified by Student	Needs Identified by Parent
Recreational	Goals Identified by Parent & Student	Goal Identified by Student	Goal Identified by Parent
	Needs Identified by Parent & Student	Needs Identified by Student	Needs Identified by Parent
Medical/ Legal	Goals Identified by Parent & Student	Goal Identified by Student	Goal Identified by Parent
	Needs Identified by Parent & Student	Needs Identified by Student	Needs Identified by Parent
Social/ Interpersonal	Goal Identified by Parent	Goals Identified by Parent & Student	Goal Identified by Student
	Needs Identified by Parent	Needs Identified by Parent & Student	Needs Identified by Student

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